



Petrified Forest National Park

Comprehensive Interpretive Plan

Long-Range Interpretive Plan

CIP Component 1

Last updated
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Submitted by:

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Date

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INTRODUCTION

A Comprehensive Interpretive Plan (CIP) is composed of three distinct yet interrelated components:

- *CIP Component 1: Long-Range Interpretive Plan (LRIP)*
- *CIP Component 2: Annual Implementation Plan (AIP)*
- *CIP Component 3: Interpretive Database (ID)*

These components are designed to work together to define and guide the park's interpretation & education program over the next five years consistent with the achievement of the program's mission:

Petrified Forest National Park's
interpretation & education program
provides enhanced opportunities
for visitors to explore their own
intellectual and emotional connections
to the natural and cultural resources
that comprise shared heritage.

This Long-Range Interpretive Plan was developed by park staff with the assistance of stakeholders. It serves to describe the long-range vision for the park's interpretation & education program. This document, together with the park's other two CIP components (AIP and ID), constitutes the park's Comprehensive Interpretive Plan.

Two interpretive planning workshops — in December of 2005 and January of 2006 — were conducted to gather consensus foundational information on the significance of Petrified Forest National Park's heritage resources and build on that information to develop the park's future interpretation & education program. These were the key meetings that led to the park's CIP, of which this Long-Range Interpretive Plan is a part. Participants of the first CIP workshop include the persons listed in all three of the tables below. Participants of the second CIP workshop include only the persons listed in the second and third tables. The CIP core team developed this plan based on the work generated in the first workshop.

Petrified Forest National Park would like to take this opportunity to thank all of the participants, who gave freely of their time and expertise to develop the future vision for the park's interpretation & education program. The CIP is a much more effective and inclusive document due to their contributions.

Workshop Participants

Rita Garcia	Park Guide	Petrified Forest National Park
Janet Fernandez	Park Ranger	Petrified Forest National Park
Hallie Larsen	Park Ranger	Petrified Forest National Park
Jack Pickett	Teacher / Seasonal Ranger	Holbrook School Petrified Forest National Park
Karen Dorn	Chief, Natural & Cultural Resources Management	Petrified Forest National Park
Michael Stuckey	Park Ranger (Interpretation)	Petrified Forest National Park
David Smith	Biology Professor	Northland Pioneer College
Sidney Ash	VIP Paleontologist	Petrified Forest National Park
Bill Parker	Paleontologist	Petrified Forest National Park
Marge Post	Education Technician	Petrified Forest National Park
Barbara Bean	Administrative Officer	Petrified Forest National Park
Lee Baiza	Superintendent	Petrified Forest National Park
Jim Kendrick	Archeologist	El Malpais & El Morro National Monuments
Pat Thompson	Physical Scientist	Petrified Forest National Park
Kelley Hays-Gilpin	Associate Professor of Anthropology	Northern Arizona University
Eric Henderson	Dean of Liberal Arts	Northland Pioneer College
Lyle Balenquah	Archeology Program Manager	Hopi Cultural Preservation Office
Greg Caffey	Chief Ranger	Petrified Forest National Park
Lyn Carranza	Chief of Interpretation	Petrified Forest National Park
Trinkle Jones	Cultural Resources Coordinator	NPS, IMR, CPCESU
Paul DoBell	Executive Director	Petrified Forest Museum Association
Scott Williams	Museum Curator	Petrified Forest National Park
Chuck Dorn	Protection Ranger	Petrified Forest National Park
Richard Kohen	Lead Interpretation Planner	Office of Interpretation and Education Intermountain Region, NPS
Kim Sikoryak	Interpretive Specialist/Planner	Office of Interpretation and Education Intermountain Region, NPS

FOUNDATIONAL INFORMATION

The Mission of, and Management Goals for, the Interpretation & Education Program

What does management expect the interpretation & education program to accomplish for the park? How does this planning process relate to desired outcomes and evaluation of interpretive and informational services, the park's Strategic Plan, the annual Servicewide Interpretive Report (SIR), divisional and individual work plans, the relationship of interpretation to the goals of the other park divisions, and related topics. The park's statement(s) of purpose (from the GMP or park Strategic Plan) serves as an additional guiding element in the development of the park's future interpretation & education program.

Mission of the Interpretation & Education Program

The interpretation & education program provides enhanced opportunities for visitors to explore their own intellectual and emotional connections to the natural and cultural resources that comprise shared heritage.

Interpretive Services. Interpretive services rely on the format of *story* to provide opportunities for people to connect to heritage resources. In this way, a park's interpretive services enhance visitor enjoyment and appreciation of heritage.

Informational Services. Informational services create an environment in which enjoyment and appreciation of heritage can be enhanced for the visitor. These services include information regarding visitor orientation and visitor safety, resource preservation, and public relations.

Park Purpose / Mission

The purpose of Petrified Forest National Park is to preserve, protect, and provide opportunities to experience:

- Globally significant Late Triassic paleontological resources,
- Nationally significant archeological sites,
- Scenic and natural resources, including the Painted Desert,

And to foster scientific research and public understanding and appreciation of park resources.

Management Expectations

What does park management expect the park's interpretation & education program to accomplish for the park?

- Capitalize on the diversity of resources so that we can tell all the stories of the park.
- Remain in touch with academia to incorporate new knowledge into services.
- Take advantage of opportunities, especially to partner with others.
- Keep the visitor centers open!

Set of Significance Statements

The significance of places and things is embedded in their enduring tangible and intangible resource characteristics: elements that are so attractive, interesting, and engaging that people choose to experience them time and again. Every organization that offers heritage interpretation describes, in some way, the importance of the places, events, people, and things that relate to their park. Significance descriptions can often be found in enabling legislation, a charter, mission statement, foundational statement, general management plan, or master plan. This description is most useful when it is more than just a resource list — when it includes relevant context that makes the items on such a list meaningful to the reader.

Such a description of resources is characteristically formatted as a set of *significance statements*. Significance statements, taken together as a whole, serve to describe the distinctiveness of the combined resources of the park, including natural, cultural, inspirational, scientific, historic, recreational, and other aspects. They include tangible and intangible characteristics and the context in which these characteristics are embedded. In most organizations, the mission of the organization and the set of significance statements combine to focus management actions and operations on the preservation and enjoyment of those attributes that most directly contribute to the importance of the place.

The Late Triassic fossil floras and faunas preserved at Petrified Forest National Park are globally significant because they provide a distinct record of diverse terrestrial ecosystems approximately 214 to 225 million years old. The fossils include one of the largest and most colorful deposits of mineralized wood in the world. These extensive and remarkable paleontological resources illustrate variability and evolutionary changes in plants and animals including early dinosaurs through place and time, lead to discoveries of important new species, and provide other insights that influence the world's research and knowledge of Late Triassic terrestrial biotas and the development of more modern flora and fauna.

Fundamental resources and values:

- Late Triassic terrestrial plant and animal fossils contained within the Chinle Formation
- Petrified wood deposits in a natural setting
- The fossils and petrified wood which have been and will be preserved for scientific study (the museum collection), including over 60 holotypes (as of 2005) of extinct plants and animals (a holotype is the specimen used to describe a particular species)

Petrified Forest National Park contains some of the best exposures of Late Triassic terrestrial rocks and strata in the world. The Chinle Formation in the park preserves a variety of strata that represent ancient sedimentary environments (rivers, floodplains, lakes, swamps, soils, etc.) and their relationships to each other. The present landscape formed by geologic processes is integral to the paleontological resources, prehistoric and historic travel and trade corridors, the movement and distribution of modern flora and fauna, and scenic sculpted badlands, including the Painted Desert.

Fundamental resources and values (of the Chinle Formation)

- preserved depositional environments
- erosional properties
- widespread exposures
- erosional processes and resulting features – such as buttes, mesas, hoodoos
- significant deposits of Late Triassic terrestrial plant and animal fossils
- raw materials for lithic and ceramic production

Petrified Forest contains the largest example of a recovering native grassland in the southern Colorado Plateau region. This semi-desert shortgrass prairie and semi-desert shrub steppe preserves habitats for a variety of flora and fauna and provides refuge for several animals of concern such as pronghorn and prairie dogs.

Fundamental resources and values:

- Diversity of flora and fauna, including shared characteristics of three ecological regions (Great Basin, Sonoran, Great Plains)
- Ecological values - structure and composition, function, health, and recovery - owing to the lack of recent grazing relative to other areas of shortgrass prairie
- Ephemeral water resources (washes, seeps and springs, tanks, tinajas, depressions) are critically important for flora and fauna
- Riparian areas are critically important for refuge and habitat

- Some of the cleanest air in the country

Petrified Forest National Park contains a complex array of archeological and historic resources, including petroglyphs and a vast array of diverse ceramics, that illustrates a 10,000-year continuum of human land use. Subtle but challenging landforms influenced human movements on both north-south and east-west routes from prehistoric times to the present, affecting regional patterns of settlement, trade and migration. Shifting cultural boundaries in this area created a high diversity of cultural sites and features still important to modern American Indians of the region.

Fundamental resources and values:

- Evidence of ongoing use and occupation spans paleo Indian culture to modern American Indian culture. Types of resources include hunter/gatherer sites and early large pithouse villages with an outstanding collection of the earliest pottery in the region. Evidence also illustrates the interaction between people and their environment, for example cultural landscapes, utilization and trade of petrified wood as lithic material, and human relationships to ephemeral sources of water. Examples of archeological resources that are on the National Register of Historic Places include Agate House Pueblo, Puerco Ruins and Petroglyphs, Flattops Site, and Twin Buttes Archeological District.
- The park encompasses thousands of documented petroglyphs and hundreds of pictographs of high integrity. Many petroglyphs are related to sociopolitical territories of the overlapping cultures, records of migration, and also include a wide variety of solar calendars, which illustrate human interaction with the landscape and awareness of astronomy (thus the importance of dark night skies). Examples of petroglyphs that are on the National Register of Historic Places include Painted Desert Petroglyphs and Ruins Archeological District, Newspaper Rock Petroglyphs Archeological District, and Puerco Ruins and Petroglyphs.
- The area is a crossroads of trade routes, as evidenced by one of most diverse array of ceramics in the U.S., as well as the presence of marine shell, obsidian, and varied architectural styles.
- The cultural significance of this landscape extends from ancestral peoples through modern day native peoples (Hopi, Zuni, Navajo, and Apache), and relates to concepts of “homeland” and ancestral territory.

Other important resources and values (Historic resources that are not critical to achieving the park’s purpose and significance, but still represent an important continuation of cultural trends identified above and are of national significance.):

- The 35th Parallel Route is listed on the National Register of Historic Places, and roughly follows a prehistoric trade route. Resources include the Beale Camel Trail, the Whipple Expedition route, immigrant routes to California, the Santa Fe Railroad, the National Trails Highway, Route 66, stage stops, and Interstate 40.
- Early tourism and National Monument designation are another important historic theme, which resulted from the travel routes. Important resources include “New Deal” projects of the CCC and WPA, the NPS “Mission 66,” and the proposed Little Colorado River National Heritage Area. Related resources that are listed on the National Register of Historic Places include the Painted Desert Community Complex Historic District and the Painted Desert Inn (also a National Historic Landmark). The Rainbow Forest historic landscape has been determined eligible for listing on the National Register.
- Ranching, as illustrated by the Ortega and Paulsell ranches, is of local importance and contributes to the national story of ranching history. (more information needed to determine significance when new lands are acquired)

The area of Petrified Forest National Park has been a research laboratory for more than 150 years for paleontology, more than 100 years for archeological study, and more recently for other sciences. Research provides opportunities for education at many levels.

Fundamental resources and values:

- Paleontological resources, both in natural setting and in museum collection (described above)
- Archeological resources, both extant (described above) and in museum collection, including extensive type sherd collection
- Archives and historic photographs in museum collection
- History of the sciences of archeology and paleontology – remains of camps, historic collections, archives of journals and field notes, photos; includes work by Muir, Spier, Camp, Hough, Fewkes, Ward, Walker, Ash, Long, Parker
- Access to in situ resources and the museum collection that has made past and ongoing study possible

Petrified Forest National Park provides, on a variety of levels from easy to challenging, unparalleled opportunities for visitors to experience a colorful and scientifically important petrified forest in its natural setting, archeological resources illustrating people living in demanding environments, the expanse, wildness, and solitude of the Painted Desert, and seeing pronghorn and other wildlife of the shortgrass prairie.

Fundamental resources and values:

- Petrified wood deposits in a natural setting (described above)
- Archeological resources (described above)
- Designated wilderness (described below)
- Shortgrass prairie ecosystem (described above)

The exceptionally clear air and expansive, colorful landscapes at Petrified Forest National Park create distinctive scenic vistas.

Fundamental resources and values:

- Erosional processes that shape the landscape, and geomorphological features including the mesas, buttes, badlands, lava flows, washes, tinajas (described earlier)
- Variety of ecosystems, such as shortgrass prairie, shrub steppe, riparian, and badlands (described earlier)
- Cultural landscapes
- The renowned, colorful Painted Desert
- Dark night sky
- Visibility - can see over 100 miles, vast, expansive, open, unobstructed views

Petrified Forest National Park is the first National Park to have lands designated as part of the National Wilderness Preservation System, and offers opportunities to experience an unusual variety of resources in an undeveloped setting, as well as exceptional challenge and solitude.

Fundamental resources and values:

- Petrified wood deposits in a natural setting, other paleontological resources, petroglyphs, archeological sites, shortgrass prairie, and the colorful Painted Desert (described above).
- Lack of trails and demanding environment offer challenge and contribute to opportunities for solitude.
- Dark night sky
- Natural soundscape

Set of Primary Interpretive Themes

Story is the communication tool most effective for facilitating an exploration of resource meanings. Societies depend on the power of story to explore, clarify, and share ideas, meanings, beliefs, and values that collectively constitute culture. Story is at the heart of human interaction and, consequently, at the heart of heritage interpretation.

Parks develop a set of overarching stories to organize the largest-scale ideas and meanings related to the park's resources. These stories are called *primary interpretive themes*. The set of themes is developed to fully capture, and express in story format, the content of the park's entire set of significance statements. The set is complete when it provides opportunities for people to explore and relate to *all* of the significance statements.

A — With one of the largest and most colorful deposits of mineralized wood in the world, as well as a globally significant fossil record of early Mesozoic plants and archosaurs, the Petrified Forest elicits a sense of wonder and discovery that invites enjoyable learning.

B — The richly fossiliferous exposures of the Late Triassic Chinle Formation in Petrified Forest National Park constantly yield new specimens, new data, and new knowledge of the past that continually enrich our understanding of the world in which we live.

C — The evocative scenic vistas of Petrified Forest National Park compel contemplation of the connections between self, place, and time.

D — The continuing importance of the park’s heritage resources to associated people – the abundant evidence of use and occupancy in what might seem to some as an uninhabitable land – offers opportunities to explore the powerful and complex concept of “homeland.”

E — The recovering remnant of native grassland and steppe protected in Petrified Forest National Park invites contemplation of the value of parks as places of refuge, healing, and rejuvenation.

Set of Audiences for the Program

A set of audiences must be defined so that the park’s interpretive and informational services can most effectively enhance the experiences of visitors. When comprehensively planning an interpretation & education program, audiences are best defined by considering two central questions, the responses to which ultimately determine the set of audiences for which the park will plan interpretive and informational services.

1. On what bases do we interpret to some people differently than we do to others?

Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, etc.

2. At what point does a particular segment of the visiting public become so large, so important, or so distinct from general park visitors as to warrant interpretive or informational services targeted specifically to their needs?

Such targeted services are, by definition, *less effective* for the general public. What criteria do we use to formulate answers? Consideration of this question includes a review of current and future visitor profiles and their categorization for strategic interpretive planning purposes.

The basis for categorizing audiences (for the interpretation & education program) lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. A subjective balance must be struck between communicating effectively with a greater number of specific audiences, and the limited resources available to the park’s program.

1 — General Audience. (*Includes “windshield visitors,” “pit-stoppers,” and non-English speakers or readers.*)

2 — Curriculum-based Groups. (*Focuses on grades 4-8 but also includes K-12 to college grade levels, and Elderhostel visitors.*)

Set of Visitor Experience Considerations

The desired visitor experiences that were generated and ranked in the first workshop, and similar content found in the park’s General Management Plan, were synthesized into a more concise set of statements that serve as the core set of *visitor experience considerations* for the interpretive planning process.

Visitor experience considerations assist in the development of the future interpretation & education program.

- Visitors want to see, touch, and discover petrified wood in its natural setting, learn how it was formed, and take home a souvenir from their visit (rocks, wood, pictures, archeological objects).
- Visitors want to view the Painted Desert, enjoy its colorful vistas from rim overlooks, and photograph it.
- Visitors want to experience Route 66 sites.
- Visitors want their basic needs to be met — bathroom, food, water, information on where to go, what to see, map — and they want to be provided excellent “customer service.”

Issues and Influences Affecting the Program

Because no program exists in a vacuum, forces that have a bearing on the program provide context for development of the future interpretation & education program. Issues often include topics like long-range Servicewide initiatives, critical resource issues, issues related to staffing and funding, employee development, use of technologies, dynamics of neighboring communities, concerns of stakeholders not voiced previously, etc.

100th Anniversary — 2006 is the 100th anniversary of the park's establishment. Some of the events planned include:

- | | |
|------------------------------|------------------|
| ➤ Reunion | August |
| ➤ Symposium | May |
| ➤ Anniversary | December |
| ➤ School Art & Essay Contest | October/November |
| ➤ Photography Workshop | October |
| ➤ Artist in Residence | April-September |
| ➤ Special Exhibits | Changing Monthly |

Special elements regarding the park's anniversary have been added to the park webpage. All of these activities are being accommodated within existing staff time and budget allocation. Partners are a critical component making this program possible. It is absorbing quite a bit of staff time in the coming year.

PFMA — The park's cooperating association partner is Petrified Forest Museum Association. PEFO is the only National Park Service area that PFMA serves. Paul DoBell is the Executive Director. He has long experience with the park and clearly sees PFMA as an intimate partner in accomplishing the interpretive and educational mission of the park. There are three PFMA outlets in the park: Rainbow Forest Museum (RFM), Painted Desert Visitor Center (PDVC), and Painted Desert Inn. In addition, PFMA operates an outlet in the historic county courthouse in Holbrook. Sales last year were a bit below the year before, but have been relatively constant. The association is in the midst of reprinting and reediting some of its major publications.

Boundary Expansion — In December of 2004, the park experienced a 120% increase in size as the result of legislation that added large blocks of land to the Congressionally designated boundary. The park did not obtain title to any of this new acreage as a result of the legislation. It is unknown how far acquisition or development of any of the new lands will proceed during the next five years. But it is considered unlikely that the newly acquired lands will be available for regular public access during that time. The superintendent favors a proactive stance in informing the public of the new lands and boundary while clearly informing visitors of the private property status of these lands and the restriction that apply to them regarding public entry. So the fact of the park expansion will likely be an important component of the orientation and information work of the Interpretation & Education team even though direct interpretation of the new resources will not over the expected life of this plan.

Painted Desert Inn Rehabilitation — The historic Painted Desert Inn (PDI) will reopen to the public this January (2006) after an extensive rehabilitation period during which it was closed. This former concession operation will be used as a visitor center and interpretive facility. A preliminary schematic plan has been completed regarding the intended use of public spaces in the building. There is money available for a more complete conceptual plan leading to a detailed exhibit plan. It is anticipated that this building will house exhibits focusing on anthropological, cultural, and historical aspects of the park's resources. The historic wall murals, electrical features, and architectural features are themselves part of the resources to be interpreted. There will be a PFMA sales outlet, and it is anticipated that PFMA staff will be the primary visitor contact presence in the building. It is anticipated that there will be an information desk, cultural demonstrations, and guided tours of the buildings and grounds. PDI can also serve as a likely gateway to the northern wilderness area of the park. PDI has historically received less visitation than PDVC. As such, it may offer visitors an opportunity for more relaxed and leisurely contact with public service staff.

Science and Learning Center — There is no formally established science and learning facility in the park, but the park has essentially initiated a virtual version of such a center. There is a conscious effort to

embrace the mission of providing an interface in the park between visitors and the science and resource management staff and their work. The park intends to continue to seek links to and partnerships with established science and teaching organizations to more fully realize this potential.

PDVC Plaza and Nature Trail — The Painted Desert Visitor Center Plaza and associated nature trail are currently undergoing extensive rehabilitation. The plaza area was originally designed to act as an extension of the visitor center proper. The nature trail is a relatively new component. The central vision for this area is to extend the orientation and trip-planning function out of doors to encourage visitors to explore the park more fully, better understand the recreational opportunities available throughout the park, and to offer outdoor displays of native plants and durable fossil resources such as petrified logs. The plaza will also include an outdoor program presentation area for talks and demonstrations.

Route 66 Interpretation — At site at Mile 5 of the park road is being developed as a wayside pullout for interpreting historic Route 66. A second site is to be developed over the next two to three years to provide an opportunity for visitors to walk a short segment of the historic route. The Fred Harvey concession store and restaurant has a well developed Route 66 motif, complete with historic photos and some interpretive information about the route.

Rainbow Forest Museum — New display cases and murals for the rehabilitation of exhibitry at this facility are on the way. These new components represent the first phase of a four-phase planned upgrade. The overall intent of this project is to update and upgrade the paleontological exhibitry of this facility. A small theater is a new use of space in this building. An interpretive trail (Giant Logs Trail) is located directly behind the museum and reinforces the strong fossil wood emphasis of the current exhibitry in the building.

Traffic Flow — About 60 % of visitor vehicles enter the park at the north end. Most visitors are traveling from east to west. About 90% of the travelers who enter at the south entrance exit at the north entrance. Most of the visitors who travel the entire length of the park road are those that enter from the south and exit at the north end. Most of those entering from the north explore only a portion of the north end of the park road, then turn around and leave the way they came in (at the north entrance). Entering from the south is much more direct for travelers coming from west to east. The Arizona Department of Transportation is reevaluating highway signs that relate to the park. There currently is some misleading, inconsistent signing. Painted Desert Visitor Center receives a higher percentage of spontaneous, “accidental” visitors. Rainbow Forest receives a higher proportion of visitors for whom the park was a planned destination. Rainbow Forest Museum receives about 50-60% as many visitors as PDVC.

Fred Harvey (Xanterra) Concession Operation — Concession facilities are open year-round in the north. The south concession facility is open for gifts and vending access all year but the hot food snack bar is closed during the winter.

Staffing — There are 52 permanent employees in the park. The superintendent considers that they all have visitor contact responsibilities as a key part of their duties, regardless of the main focus of their work. There are six permanent Interpretation & Education staff. I&E employs between two and four seasonals during the summer and about two in winter. Including SCAs, about four or five volunteers/interns support I&E. Three PFMA clerks staff PDI, PDVC, and RFM.

Visitation — Visitation is strongly seasonal. The busy season is June – August. Shoulder season traffic is becoming stronger. More international visitors are coming during shoulder seasons, with the result that the bell curve of visitation is becoming flatter. The park closes its gates at night. Summer hours are 7:00 a.m. to 7:00 p.m. Shoulder season hours are 7:00 a.m. to 6:00 p.m. Winter hours are 8:00 a.m. to 5:00 p.m. The fact that Arizona does not observe daylight savings time results in summer visitors arriving at the park earlier in the day than would be the case otherwise.

Park Web Page — Consensus of park management and I&E staff is that the park web page is a critical interpretive and educational service that deserves attention and emphasis. Keeping pages current is a major part of the job. Marge is the park webmaster. There is good anecdotal evidence that a high proportion of park visitors use the park web page to plan their visit. State tourism figures indicate that about 60% of Arizona’s tourist visitors used the web in this way prior to their visit. A challenge for the

park is to assure that searches connect to the park's official web page. There are many private and commercial web pages about the petrified forest and the area's paleontological and archeological resources that respond to searches. It's quite a challenge for the casual surfer to differentiate between them and the park's site.

Curriculum-based Education Program — The number of school classes serve has substantially increased during the last few years. Marge leads this program. Lesson plans linked to Arizona State Education Standards are current and up to date. The park would like to offer more such plans, especially including some that teachers could use without the personal services of a park educator. Marge has marketed this program by visiting schools and talking directly with teachers and principals. The main grade emphasis is 4-8. The park would also like to develop a set of 9-12 lesson plans as well as materials for college-level field schools. The park has established a faux paleontological dig site for school use. The plan is to relocate this site and establish a similar site for archeological educational activities. It has been the intent to develop traveling trunks to support education for some time. Funding requests to initiate this program were not successful this year. Historically, school groups have come to the park. Recently, schools have been increasingly restricting travel for field trips. Teachers have been requesting more options that would allow in-school only or distance learning opportunities. Northern Arizona University is Arizona's long distance learning center. There may be opportunities to partner with NAU to design such experiences as part of PEFO's offerings.

Fee Program — Entrance to and exit from the park are relatively easily managed due to the straight-line configuration of the park road with distinct north and south entrances. The fee operation is supervised by the chief ranger. Entrance station personnel provide substantial information to park visitors. Visitors get a positive and friendly contact, the Unigrid folder, a resource protection message that includes a 1/3rd-sheet written message with a theft-report form, and an opportunity to have any specimens or artifacts that they may have obtained outside the park bagged and marked. It is common practice for the entrance station staff or other protection staff to contact outgoing visitors and ask if they have collected anything in the park. A sign placed at the approach to the exit indicates that there is a vehicle inspection point ahead. Entrance staff also help advertise interpretive offerings verbally and through the distribution of printed material. There are currently no fee interpretive programs offered in the park.

Interpretive Media — The expectation is that much of the design of needed new and upgraded media can be done in house. The intent is to maintain the flexibility to use park staff, HFC, and contract services to meet needs. An overall evaluation of current park media is needed. A record of existing waysides has been developed. A number of media projects are currently underway. These include:

- PDVC Plaza
- North Entrance Orientation Pull-out
- Arizona Welcome Center in Lupton (Winslow and Kingman are helping with this.)
- Route 66 Pull-out
- Rainbow Forest Museum Murals and Panels
- Blue Mesa Wayside Rehabilitation

Temporary exhibits are planned monthly, especially in this anniversary year. There are also informational and interpretive panels installed in the restrooms. A few waysides in the park are seriously outdated and are do to be removed or replaced soon. Priority is to plan for interpretive media for Painted Desert Inn.

Personal Services — There are staffed information desks at PDVC, PDI, and RFM. Backcountry permits are issued at all three locations. Walks and talks are scheduled throughout the front country. Last summer, evening programs were piloted as a new service. The location of the entrance gate allowed good management of these "after hours" activities. No regularly scheduled offsite services are offered to the general audience at present. Cultural demonstrations, mostly American Indian crafts presentations at PDI have historically been very popular with visitors. "Behind the scenes" tours of research and resource management work, are also popular. Roving, informal contact is considered an important and effective way to provide information and interpretation, as well as to monitor visitor interaction with resources. Information requests, sometimes asking for quite in-depth responses, are received and answered by phone, email, and in writing.

VIP Program — The park volunteer program is currently inactive. Participation varies. Housing is a big draw, as is the provision of RV hook-ups. A substantial percentage of personal services are provided to visitors by those who are not NPS staff. A number of VIPs are long-term returnees. The park is looking forward to receiving two interns via the Geologist-in-the-Park Program. One of these is going to be dedicated to the Interpretation & Education Team. There are usually four or five volunteers working in Interpretation & Education at any given time. Janet currently manages the VIP program.

Outreach — The park has been challenged to do significant outreach due to the small staff size. No regularly scheduled interpretive services are provided offsite. Outreach to the local communities is largely a public relations duty, with interpretive staff seen as key to getting this work done. Partners are also intimately involved with supporting outreach.

Public Relations — The chief interpreter serves as the public information officer, with the chief of resources acting in a back-up capacity. Dealing with the news and information media is another area where interpretation has an important role. The park issues many press releases, and aims for wide dispersal. This proactive stance can require quite a bit of time if pursued energetically.

Infrastructure — Park buildings, facilities, shelters, and other structures need evaluation. This is complicated by the park headquarters having been designed by an important architect who still commands a following. Park trails also need evaluation and upgrading.

Resource Protection — Primary park resources are portable, fragile, vulnerable, and particularly appealing to souvenir hunters. The extent of resource pilfering, throughout the park's history, is well documented and the impacts to vistas relatively well known. Finding ways to provide visitors with access to resources, while protecting them, is of critical importance at this park.

Actions for Improving Supportive Elements of the Program

Interpretation depends on a variety of “behind the scenes” supportive functions. It's useful to obtain a snapshot of each as it currently operates (existing conditions), and a sense of what might be improved to make the interpretation & education program more efficient and effective over the next five years. Improvement suggestions lead to action items in the LRIP Action List.

Specific action items identified by the CIP core team are flagged with “>” and also appear in the LRIP Action List section which follows.

Resource-focused Research Used by Interpreters

Research materials are found in park archives, the park library, and in the paleontologists office.

Eventually, all such materials are intended to reside in archives, with copies of relevant materials in the library and elsewhere. Materials are currently searchable via NRBIB and NRCS. Copies of some materials are being digitized to the NRBIB website. The research bibliography is being moved to the park website, with the intent to eventually make it downloadable. All of the actions described above should alleviate current access constraints. Resource management updates are part of every seasonal training.

The park paleontologist has been making copies of newly discovered literature for each division chief.

- Need modern research on Puerco Pueblo. This might be able to be accomplished as part of the upcoming archeological assessment.
- Need historic era research: travel corridor history, Spanish Colonial era history, a general historic overview of the last 150 years.
- Need common language narratives from researchers.
- Need to continue the in-house resource management newsletter. It needs to be composed and transmitted digitally.
- Need surveys of modern taxa and geology.

Visitor-focused Research Used by Interpreters

A social science survey of visitors was done by Northern Arizona University at the time of the current General Management Plan. Roggenbach did a key study of the behavior of visitors vis-à-vis resource protection. A follow-up to this study is scheduled for FY07 or FY08. The park is participating in the ongoing Visitor Voices research survey. GPRA survey cards are completed. Comment forms are offered to the public. Previously, visitor registers were available where comments were made and retained. The park maintains a file of “conscience letters” from visitors who return petrified wood or other specimens taken from the park on impulse.

- Need to make visitor registers available again. Visitors have expressed that they like that opportunity.
- Need to continue informal evaluation for school group use.
- Need to continue compiling visitor information requests. Marge currently handles this.
- Need to know the percentage of international visitors, especially those who do not speak or understand English.
- Need to know the percentage of “windshield visitors,” those who have no desire to leave their car to experience the park on foot.
- Need to know desired visitor experiences directly from visitors. The Arizona Office of Tourism has regional information on visitor expectations.
- Need to know the demographics of the current visitor public.

Park and Interpretation Libraries

The general park library is located at the Painted Desert Visitor Center. Scott serves as the librarian. There is no library committee. The library contains books, maps, papers, videos, periodicals, oral history records, some 16mm films, a few DVDs, superintendents’ reports. There is a separate collection of Triassic research papers in an adjoining room, but this collection is not current. Library expenses are supported by a small PFMA budget. There are standard operating procedures for checking out materials. This is handled on the honor system. The park has considered upgrading check out of materials to a digital scanner system.

- Need new titles on neontology and the modern environment.
- Need to update the Triassic research collection.
- Need to update the search system for library materials, but this is not time critical.
- Need to provide interpreters with access to the online library network to facilitate services such as interlibrary loans. Partnering with Northern Arizona University could accomplish this.
- Need to check for missing items yearly and consider replacing those.
- Need to select which of the park’s films and audiotapes to transfer to DVD or CD.

Park and Interpretation Image Collections

The park has a very large collection of images. Historic images are accessioned into the museum collection. There is a finding aid for these. There is a small collection of 35mm slides (about 350 images). There is a digitized finding aid for these. There are essentially no negatives or prints that are not part of the museum collection. There are thousands of digital images dispersed among a large number of individual employees computer hard drives. Currently there is no central storage system or standard operating procedures for the management of digital images. Images which are the property of the park cooperating association partner are also available for interpretive use.

- Need a central storage area, standard operating procedures, and a search engine for all the images available in the variety of existing formats. NPS Focus may be a useful database for this purpose.
- Need aerial photos, especially for the new park lands. A set taken in 2003 of historic park lands currently exists.

- Need comparative images duplicating historic images to show changes in landscape and surface deposits.

Interpretive Object Collection

These materials are located in the museum research office, but they are not accessioned. Additional small collections are located in the interpretation office, the Chinde Point education shed, and the interpretation garage. Some specimens are on display on the touch tables at Painted Desert Visitor Center. Others are part of kits in toolboxes at Rainbow Forest Museum. Specimens consist of petrified wood, castings, bones, skins, feathers, pot sherds, rocks, lithic tools, replicas, and education activity supplies. Marge maintains an inventory of education program materials. Scott maintains an inventory of specimens used for non-curriculum-based interpretive activities. The current management system for these materials parallels management of the library materials. Similar upgrades are planned. There is no regular budget supporting acquisitions.

- Need some new and replacement items.
- Need some simple standard operating procedures for retiring worn materials and acquiring new ones.
- Need more casts of paleontological specimens.
- Need to develop traveling trunks of interpretive objects and associated lesson plans.
- Need to acquire a traveling exhibit system and a set of panel components for various uses.
- Need replica models of Triassic biota.

Museum Collection and Archives Used by Interpreters

Scott serves as the park curator, and as such, is the point of contact for interpreters to access collections. The collection includes a large collection of archival items such as books, maps, manuscripts, oral history materials, films, audio, art, and historic photos. The collection also includes petrified wood, fossil bones, and a diverse array of paleontological and archeological materials. The park is involved in a major project regarding archival materials: these are being more fully catalogued and indexed to make finding and using these materials more efficient. The development of standard procedures for interpretive and educational use of these materials is part of this effort. Development of finding aids beyond ANCS is also part of this effort.

- Need to fund the park paleontologist and park curator positions as permanent, full-time positions.
- Need more Triassic vertebrate taxa replicas for display.
- Need more volunteer support for the museum function.
- Need more preparation help to make paleontological specimens available for display.
- Need a museum facility that interfaces with public space to make views of the collection and preparation activities available to visitors.

Partnerships for the Program

Partners of the park's interpretation & education program support and/or deliver interpretive and/or informational services in concert with park staff. Partners include cooperating associations, friends groups, concessioners, educational institutions, other agencies, state entities — even other divisions within the park can be viewed as partners in accomplishing the mission of the program. Assistance from partners may range from equipment to staffing to special events assistance.

Reviewing the types of partners and applying them to this park's program helps identify the actual "work force" that will design, support, and implement the park's future interpretation & education program.

Current Partners

Cooperative Education Study Units (and the Inventory & Monitoring network)

Petrified Forest Museum Association (the park's cooperating association partner)
Xanterra (the park's concessioner)
Northern Arizona University (and other colleges and universities that provide interns)
Other divisions of the park staff
Arizona Office of Tourism (and their network of welcome centers)
Arizona Department of Transportation (especially regarding road signing and waysides)
Researchers who do work in the park
Geological Society of America (and GIP interns through WASO-GRD)
Harpers Ferry Center
Student Conservation Association
Arizona State Parks
Arizona State Historic Preservation Office
EarthScope
Print and electronic Media Providers (newspapers, radio, television, etc.)
National Parks Conservation Association

Potential Partners

Affiliated American Indian Tribes (and Tribal Historic Preservation Offices)
Local Chambers of Commerce
Neighbor Parks
Local School Districts
State of Arizona (as a source of grants)
Little Colorado Heritage Corridor
Route 66 Organizations and Clubs

Partnership Strategy Table

{Paste a copy of the Archive file's park-specific data here if you decide to develop this table, otherwise just delete this note and the section title.}

FUTURE INTERPRETATION & EDUCATION PROGRAM

Program Overview Table

The future interpretation & education program *is* the long-range vision — the master blueprint — of the CIP. Located in the LRIP component of the CIP, it is displayed as a *program overview table* that graphically depicts how diverse audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park's set of primary interpretive themes and the services that make them accessible to visitors. The program overview table outlines the future interpretation & education program that the park and its partners *intend to conduct*.

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole. All services are labeled to indicate what fiscal year the park intends to initiate them.

The operational details that underpin the interpretive and informational services depicted on the program overview table are described in a set of *individual service plans* (ISPs). These are located in the ID component of the CIP.

The Question Central to Developing the Future Interpretation & Education Program

Over the next 5 years, what types of services, at what locations, will most effectively facilitate the understanding and exploration of Theme/Topic ____ by Audience ____?

Notes

Identification Terms — Abbreviations Used During the Workshop
{paste a copy of the Archive file's park-specific data}

Identification Numbers — A Reference Number for Each Service-Location(s) Pair

"01." — During the workshop and in the lists below, a reference number was assigned to each service-location(s) pair to facilitate development of the program overview table. These numbers are for reference only and do not denote importance or priority.

Ranking Scores — A Scoring Number for Each Service-Location(s) Pair

"E7" — During the workshop and in the lists below, a score was developed for each service-location(s) pair to establish ranked order within each specific theme/topic-audience combination. This facilitated development of the program overview table. These numbers resulted from participant responses to the central question stated above. These "effectiveness scores" are based on the anticipated effectiveness of this service. The pairs within each combination are listed from most dots to least dots (most effective to least effective). No priority was established within a group of pairs that received the same number score.

No Ranking Scores — No Score for Some Service-Location(s) Pairs

"---" — Service-location(s) pairs prefaced by three dashes were added to some combinations after the ranking of that combination had already occurred. Therefore, these pairs are indicated as not having been ranked. This does not necessarily lessen their value, but rather indicates an appropriate pair was conceived or applied following the ranking of the other pairs for that specific combination.

Initiation Dates — Placeholders

"FY2005" — Dates are provided as placeholders for the intended date of initiation (first date available to visitors) for each service-location(s) pair.

Program Overview Table

Petrified Forest National Park's Future Interpretation & Education Program Program Overview Table		
PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>Includes "windshield visitors," "pit-stoppers," and non-English speakers or readers.</i>	2. Curriculum-based Groups. <i>Focuses on grades 4-8 but also includes K-12 to college grade levels, and Elderhostel.</i>
Theme A. With one of the largest and most colorful deposits of mineralized wood in the world, as well as a globally significant fossil record of early Mesozoic plants and archosaurs, the Petrified Forest elicits a sense of wonder and discovery that invites enjoyable learning.	E8. Exhibits ^{FY2007} at RFM, PDVC E6. Waysides ^{FY2007} at Blue Mesa and south, PDVC plaza E6. Roving Interpretation ^{FY2007} at Blue Mesa and south, PDVC plaza, PD overlooks E6. Interpretive Programs ^{FY2007} at RFM, Crystal, Giant Logs E5. Website ^{FY2007} at Internet E5. Orientation Film ^{FY2007} at PDVC, RFM E4. Interactive Triassic Tour ^{FY2007} at RFM, PFMA outlets E3. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E3. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Entrance stations, Mail E3. PFMA Sales Items ^{FY2007} at PFMA outlets E2. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site E1. Temporary Exhibits ^{FY2007} at PDVC, RFM E1. Special Events ^{FY2007} at Parkwide, Community sites E1. Junior Ranger Program ^{FY2007} at Website, PKDC, RFM, PDI E1. Interpretive Programs ^{FY2007} at Blue Mesa and south E1. Giant Logs Trail Guide ^{FY2007} at RFM E0. Paleo Slide Show (Website) ^{FY2007} at Internet E0. Illustrated Programs ^{FY2007} at PDVC, RFM, Offsite E0. Concession Sales Items ^{FY2007} at Concession outlets E0. Bulletin Boards ^{FY2007} at Long Logs ---. Restroom Messages ^{FY2007} at Park restrooms ---. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide ---. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations	E7. Website ^{FY2007} at Internet E7. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E6. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E5. Traveling Trunks ^{FY2007} at Mail E5. Interactive Triassic Tour ^{FY2007} at Mail E4. Teacher Workshops ^{FY2007} at Park E2. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Mail E1. Student Internships ^{FY2007} at Park E1. Orientation Film ^{FY2007} at PDVC, RFM E1. Illustrated Programs ^{FY2007} at Website, Offsite E1. Education Presentations ^{FY2007} at Park, Offsite E0. Unigrid ^{FY2007} at PDVC, RFM, PDI, Mail E0. Temporary Exhibits ^{FY2007} at Offsite E0. Teacher Orientation Video ^{FY2007} at Mail E0. Art & Essay Contest ^{FY2007} at Website, Offsite

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Theme B. The richly fossiliferous exposures of the Late Triassic Chinle Formation in Petrified Forest National Park constantly yield new specimens, new data, and new knowledge of the past that continually enrich our understanding of the world in which we live.	E7. Interactive Triassic Tour ^{FY2007} at RFM, PFMA outlets E7. Exhibits ^{FY2007} at RFM, PDVC E7. Behind-the-Scenes Tours ^{FY2007} at Fossil excavation, Paleo lab, Museum collection, Teepees, Long Logs E6. Website ^{FY2007} at Internet E6. Interpretive Programs ^{FY2007} at PDVC E5. Waysides ^{FY2007} at Blue Mesa and south, PDVC plaza, Chinde, Teepees, Tiponi E4. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site E3. Special Events ^{FY2007} at Parkwide, Community sites, Paleo lab, Museum collection E3. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Entrance stations, Mail E3. Roving Interpretation ^{FY2007} at Blue Mesa and south, PDVC plaza, PD overlooks, Chinde E3. PFMA Sales Items ^{FY2007} at PFMA outlets E3. Interpretive Programs ^{FY2007} at Blue Mesa and south, Teepees E2. Lecture Series ^{FY2007} at PDVC community building E2. Illustrated Programs ^{FY2007} at PDVC, RFM, Offsite E1. Paleo Field School (Fee) ^{FY2007} at Parkwide E1. Orientation Film ^{FY2007} at PDVC, RFM E1. Giant Logs Trail Guide ^{FY2007} at RFM E0. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E0. Temporary Exhibits ^{FY2007} at PDVC, RFM E0. Paleo Slide Show (Website) ^{FY2007} at Internet ---. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide ---. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations	E7. Website ^{FY2007} at Internet E7. Interactive Triassic Tour ^{FY2007} at Mail E7. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E6. Behind-the-Scenes Tours ^{FY2007} at Fossil excavation, Paleo lab, Museum collection, Teepees, Long Logs E5. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E4. Traveling Trunks ^{FY2007} at Mail E2. Education Presentations ^{FY2007} at Park, Offsite E1. Temporary Exhibits ^{FY2007} at Offsite E1. Student Internships ^{FY2007} at Park E0. Unigrid ^{FY2007} at PDVC, RFM, PDI, Mail E0. Teacher Workshops ^{FY2007} at Park E0. Teacher Orientation Video ^{FY2007} at Mail E0. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Mail E0. Orientation Film ^{FY2007} at PDVC, RFM
Theme C. The evocative scenic vistas of Petrified Forest National Park compel contemplation of the connections between self, place, and time.	E7. Waysides ^{FY2007} at PD overlooks, Blue Mesa, PP, Teepees, Route.66 pullout E6. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide E6. Interpretive Programs ^{FY2007} at Parkwide E4. Roving Interpretation ^{FY2007} at Parkwide 07. Orientation Film ^{FY2007} at PDVC, RFM E4. Exhibits ^{FY2007} at RFM, PDVC, PDI E4. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations E3. Orientation Film ^{FY2007} at PDVC, RFM E2. Interactive Triassic Tour ^{FY2007} at RFM, PFMA outlets E2. Behind-the-Scenes Tours ^{FY2007} at Parkwide E1. Temporary Exhibits ^{FY2007} at PDVC, RFM, PDI E1. Special Events ^{FY2007} at Parkwide, Community sites E0. Website ^{FY2007} at Internet E0. PFMA Sales Items ^{FY2007} at PFMA outlets E0. Paleo Field School (Fee) ^{FY2007} at Parkwide E0. Illustrated Programs ^{FY2007} at PDVC, RFM, Offsite, PDI	E4. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E4. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E4. Art & Essay Contest ^{FY2007} at Website, Offsite E3. Behind-the-Scenes Tours ^{FY2007} at Fossil excavation, Paleo lab, Museum collection, Teepees, Long Logs E2. Paleo Field School (Fee) ^{FY2007} at Parkwide E2. Education Presentations ^{FY2007} at Park, Offsite E1. Orientation Film ^{FY2007} at PDVC, RFM E1. Illustrated Programs ^{FY2007} at Website, Offsite E0. Interactive Triassic Tour ^{FY2007} at Mail

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Program Overview Table**

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	1. General Audience. <i>Includes "windshield visitors," "pit-stoppers," and non-English speakers or readers.</i>	2. Curriculum-based Groups. <i>Focuses on grades 4-8 but also includes K-12 to college grade levels, and Elderhostel.</i>
Theme D. The continuing importance of the park's heritage resources to associated people – the abundant evidence of use and occupancy in what might seem to some as an uninhabitable land – offers opportunities to explore the powerful and complex concept of "homeland."	E6. Waysides ^{FY2007} at North of Blue Mesa, Jasper, Rainbow Forest E6. Interpretive Programs ^{FY2007} at PP, Newspaper, PDI, PDC, Route 66 pullout E6. Cultural Demonstration ^{FY2007} at PDI, PDVC E5. Special Events ^{FY2007} at Parkwide, Community sites E5. Roving Interpretation ^{FY2007} at Parkwide E4. Exhibits ^{FY2007} at PDI, PDVC, Cougar Café, RFL E3. Temporary Exhibits ^{FY2007} at PDVC, PDI E3. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site E3. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide E3. Illustrated Programs ^{FY2007} at PDVC, RFM, PDI, Offsite E3. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations E2. Website ^{FY2007} at Internet E2. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Entrance stations, Mail E2. Orientation Film ^{FY2007} at PDVC, RFM E1. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E1. PFMA Sales Items ^{FY2007} at PFMA outlets E1. Behind-the-Scenes Tours ^{FY2007} at PDI, Museum collection E0. Lecture Series ^{FY2007} at PDVC community building E0. Junior Ranger Program ^{FY2007} at Website, PKDC, RFM, PDI E0. Concession Sales Items ^{FY2007} at Concession outlets E0. Archeo Field School ^{FY2007} at Parkwide ---. Restroom Messages ^{FY2007} at Park restrooms	E7. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E5. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E3. Website ^{FY2007} at Internet E3. Traveling Trunks ^{FY2007} at Mail E3. Teacher Workshops ^{FY2007} at Park E3. Teacher Orientation Video ^{FY2007} at Mail E3. Student Internships ^{FY2007} at Park E3. Education Presentations ^{FY2007} at Park, Offsite E1. Unigrid ^{FY2007} at PDVC, RFM, PDI, Mail E1. Orientation Film ^{FY2007} at PDVC, RFM E1. Illustrated Programs ^{FY2007} at PDVC, RFM, PDI, Offsite E1. Behind-the-Scenes Tours ^{FY2007} at PDI, Museum collection E1. Art & Essay Contest ^{FY2007} at Website, Offsite E0. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Mail
Theme E. The recovering remnant of native grassland and steppe protected in Petrified Forest National Park invites contemplation of the value of parks as places of refuge, healing, and rejuvenation.	E5. Waysides ^{FY2007} at Rim trail, Mile markers 7-8, PDC E5. Roving Interpretation ^{FY2007} at Parkwide E5. Interpretive Programs ^{FY2007} at Parkwide E5. Exhibits ^{FY2007} at PDVC E4. Website ^{FY2007} at Internet E4. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations E2. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide E1. Temporary Exhibits ^{FY2007} at PDVC, RFM E1. Special Events ^{FY2007} at Parkwide, Community sites E1. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Entrance stations, Mail E1. PFMA Sales Items ^{FY2007} at PFMA outlets E1. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site E0. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E0. Lecture Series ^{FY2007} at PDVC community building E0. Junior Ranger Program ^{FY2007} at Website, PKDC, RFM, PDI E0. Illustrated Programs ^{FY2007} at PDVC, RFM, PDI, Offsite ---. Restroom Messages ^{FY2007} at Park restrooms	E6. Website ^{FY2007} at Internet E5. Traveling Trunks ^{FY2007} at Mail E4. Site Bulletins ^{FY2007} at Website, PDVC, RFM, PDI, Mail E4. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E3. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E2. Education Presentations ^{FY2007} at Park, Offsite E1. Teacher Orientation Video ^{FY2007} at Mail E1. Illustrated Programs ^{FY2007} at PDVC, RFM, Offsite E1. Art & Essay Contest ^{FY2007} at Website, Offsite E0. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E0. Teacher Workshops ^{FY2007} at Park

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Orientation Information <i>and</i> Visitor Safety Information	<p>E6. Website ^{FY2007} at Internet</p> <p>E6. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites</p> <p>E5. Waysides ^{FY2007} at Trailheads, North entrance pull-out, PDC plaza, Kingman</p> <p>E5. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site</p> <p>E5. Information Desk Duties ^{FY2007} at PDVC, RFM, PDI, Courthouse, Community sites, Neighbor parks</p> <p>E5. Entrance Station Duties ^{FY2007} at Entrance stations</p> <p>E4. Restroom Messages ^{FY2007} at Park restrooms</p> <p>E3. Exhibits ^{FY2007} at Community sites, PDVC</p> <p>E3. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations</p> <p>E2. Backcountry Permits ^{FY2007} at PDI, PDVC, RFM</p> <p>E2. Auto Attendant Phone Messages ^{FY2007} at Telephone</p> <p>E1. Roving Interpretation ^{FY2007} at Parkwide</p> <p>E1. Rack Card ^{FY2007} at Community Sites</p> <p>E1. Costly Mistake Card ^{FY2007} at Entrance stations</p> <p>E0. PFMA Sales Items ^{FY2007} at PFMA outlets</p> <p>E0. Interactive Triassic Tour ^{FY2007} at RFM, PFMA outlets</p> <p>E0. Giant Logs Trail Guide ^{FY2007} at RFM</p> <p>E0. Bulletin Boards ^{FY2007} at Long Logs</p> <p>---. Intro Talks ^{FY2007} at PDVC, RFM</p> <p>---. Info Requests ^{FY2007} at Email, Mail, Phone</p> <p> <i>Note: All personal services include incidental orientation and visitor safety information.</i></p>	<p>E7. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail</p> <p>E6. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail</p> <p>E5. Website ^{FY2007} at Internet</p> <p>E3. Teacher Orientation Video ^{FY2007} at Mail</p> <p>E3. Intro Talks ^{FY2007} at PDVC, RFM</p> <p>E2. Info Requests ^{FY2007} at Email, Mail, Phone</p> <p>E1. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites</p> <p>E1. Teacher Workshops ^{FY2007} at Park</p> <p>E0. Interactive Triassic Tour ^{FY2007} at RFM, PFMA outlets</p> <p>E0. Information Desk Duties ^{FY2007} at PDVC, RFM</p> <p>E0. Auto Attendant Phone Messages ^{FY2007} at Telephone</p> <p> <i>Note: All personal services include incidental orientation and visitor safety information.</i></p>

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National Park System and National Park Service Mission	E6. Unigrid ^{FY2007} at Entrance stations, PDVC, RFM, PDI, Mail, Community sites E6. Exhibits ^{FY2007} at RFM, PDVC, PDI E5. Park Newspaper ^{FY2007} at PDVC, RDM, PDI, Mail, Community sites, Concessioner site E5. Junior Ranger Program ^{FY2007} at Website, PKDC, RFM, PDI E4. PFMA Sales Items ^{FY2007} at PFMA outlets E4. Information Desk Duties ^{FY2007} at PDVC, RFM, PDI E4. Entrance Station Duties ^{FY2007} at Entrance stations E3. Website ^{FY2007} at Internet E3. Waysides ^{FY2007} at Lacey Point, PDC E3. Special Events ^{FY2007} at Parkwide, Community sites E2. Temporary Exhibits ^{FY2007} at PDVC, RFM, PDI E2. Roving Interpretation ^{FY2007} at Parkwide E2. Interpretive Programs ^{FY2007} at Giant Logs E2. Costly Mistake Card ^{FY2007} at Entrance stations E2. Audio Road Tour ^{FY2007} at PDVC, RFM, Entrance stations E1. Restroom Messages ^{FY2007} at Park restrooms E1. Intro Talks ^{FY2007} at PDVC, RFM E1. Info Requests ^{FY2007} at Email, Mail, Phone E0. Off-the-Beaten-Path Programs ^{FY2007} at Parkwide E0. Concession Sales Items ^{FY2007} at Concession outlets E0. Bulletin Boards ^{FY2007} at Long Logs E0. Behind-the-Scenes Tours ^{FY2007} at PDC, Paleo lab, Museum collection E0. Backcountry Permits ^{FY2007} at PDI, PDVC, RFM <i>Note: All personal services include incidental System and Service mission information.</i>	E6. Grades 9-12 Education Programs ^{FY2007} at Park, Schools, Website, Mail E6. Grades 4-8 Education Programs ^{FY2007} at Park, Schools, Website, Mail E4. Unigrid ^{FY2007} at PDVC, RFM, PDI, Mail E4. Teacher Workshops ^{FY2007} at Park E2. Website ^{FY2007} at Internet E2. Info Requests ^{FY2007} at Email, Mail, Phone E1. Traveling Trunks ^{FY2007} at Mail E1. Teacher Orientation Video ^{FY2007} at Mail E1. Student Internships ^{FY2007} at Park E1. Intro Talks ^{FY2007} at PDVC, RFM E0. Education Presentations ^{FY2007} at Offsite <i>Note: All personal services include incidental System and Service mission information.</i>

LRIP ACTION LIST

The *LRIP Action List* describes the major actions that are necessary to fully and successfully implement the *future* interpretation & education program.

FY 2007

- Support modern research on Puerco Pueblo. This might be able to be accomplished as part of the upcoming archeological assessment.
- Support historic era research: travel corridor history, Spanish Colonial era history, a general historic overview of the last 150 years.
- Support common language narratives from researchers.
- Support continuing the in-house resource management newsletter. It needs to be composed and transmitted digitally.
- Support surveys of modern taxa and geology.
- Make visitor registers available again. Visitors have expressed that they like that opportunity.
- Continue informal evaluation for school group use.
- Continue compiling visitor information requests. Marge currently handles this.
- Explore ways to determine the percentage of international visitors, especially those who do not speak or understand English.
- Explore ways to determine the percentage of “windshield visitors,” those who have no desire to leave their car to experience the park on foot.
- Explore ways to determine desired visitor experiences directly from visitors. The Arizona Office of Tourism has regional information on visitor expectations.
- Explore ways to determine the demographics of the current visitor public.
- Obtain new library titles on neontology and the modern environment.
- Support efforts to update the Triassic research collection.
- Support efforts to update the search system for library materials, but this is not time critical.
- Support efforts to provide interpreters with access to the online library network to facilitate services such as interlibrary loans. Partnering with Northern Arizona University could accomplish this.
- Support efforts to check for missing items yearly and consider replacing those.
- Support efforts to select which of the park’s films and audiotapes to transfer to DVD or CD.
- Support a central storage area, standard operating procedures, and a search engine for all the images available in the variety of existing formats. NPS Focus may be a useful database for this purpose.
- Support efforts to obtain aerial photos, especially for the new park lands.
- Support efforts to obtain comparative images duplicating historic images to show changes in landscape and surface deposits.
- Obtain new and replacement items for the interpreters’ object collection.
- Develop simple, standard operating procedures for retiring worn materials and acquiring new ones for the interpreters’ object collection.
- Obtain more casts of paleontological specimens.
- Develop traveling trunks of interpretive objects and associated lesson plans.
- Acquire a traveling exhibit system and a set of panel components for various uses.
- Obtain replica models of Triassic biota.
- Support funding the park paleontologist and park curator positions as permanent, full-time positions.
- Obtain more Triassic vertebrate taxa replicas for display.
- Support efforts to recruit more volunteer support for the museum function.
- Support efforts to recruit more preparation help to make paleontological specimens available for display.
- Support the design of a museum facility that interfaces with public space to make views of the collection and preparation activities available to visitors.

FY 2008

{Note to the park: Add elements to this list as you identify projects and services with multi-year developmental requirements on your program overview. Move elements from the FY2007 list down into the subsequent year lists as appropriate to fit the schedule and work capacity of your team. Feel free to extend the list beyond FY2011 if you can identify target dates beyond that point. Delete this note when done.}

FY 2009

{X}

FY 2010

{X}

FY 2010

{X}

SCHEDULE FOR COMPLETING THE CIP

{*Note:* Delete this page and its contents once the CIP is completed and ready for approval.}

Target Dates	CIP Component 1 Long-Range Interpretive Plan - LRIP	CIP Component 2 Annual Implementation Plan - AIP	CIP Component 3 Interpretive Database - ID
1/27/06	<p>Complete Archive file. Planners finish transcribing workshops into Archive.</p> <p>Create draft LRIP. Planners create rough draft LRIP from Archive file and LRIP template.</p> <p>Transmit Archive file and draft LRIP. Planners email files to CIP core team.</p>		<p>Create draft ID. CIP core team creates rough draft ID (from ID template emailed to team by planners between workshops).</p>
4/6/06	<p>Complete Program Overview Table. CIP core team completes table.</p> <p>Concurrently, complete LRIP Action List. CIP core team notes long-range actions necessary to successfully implement the vision being completing in Program Overview Table.</p>	<p>Concurrently, design and write draft ISPs for first year. CIP core team designs ISP formats, then writes ISPs for first year that correspond to Program Overview Table and LRIP Action List.</p> <p><i>(Note: This work relates to AIP, but is not typically located in the AIP.)</i></p>	<p>Concurrently, add draft ISPs to ID. CIP core team places rough drafts of ISPs in "ISP" portion of ID.</p>
4/20/06	<p>Edit and refine all other LRIP portions. CIP core team edits and refines all other portions of LRIP.</p>	<p>Complete ISPs for first year. CIP core team completes ISPs for first year.</p> <p><i>(Note: This work relates to AIP, but is not typically located in the AIP.)</i></p>	<p>Complete ISPs for first year. CIP core team replaces draft ISPs with completed ISPs in the "ISP" portion of the ID.</p>
5/8/06	<p>Solicit comments from stakeholders and planners. CIP core team solicits stakeholder comments on entire LRIP (or select parts of it). Planners review and comment on entire LRIP.</p> <p>Incorporate comments. CIP core team incorporates comments.</p>		
5/26/06	<p>Complete editing and refinement of LRIP. CIP core team accomplishes final editing and refinement before approval.</p>	<p>Next: Create AIP from LRIP. CIP core team duplicates LRIP file to start AIP.</p> <p>Customize file. CIP core team deletes, modifies, and adds to AIP file to make it year-specific and appropriately detailed.</p>	
6/12/06		<p>Complete editing and refinement of AIP. CIP core team accomplishes final editing and refinement before approval.</p>	
Draft 3/1/06 Final 4/6/06	<p>Scope of Sales Statement. CIP core team and cooperating association develop the Statement based on LRIP.</p> <p><i>(Note: This work might best occur at this point or later in the sequence, but is not typically located in the LRIP.)</i></p>		<p>Concurrently, complete references. CIP core team completes "referenced information" portion of ID.</p> <p><i>(Note: This work includes referencing the Scope of Sales Statement if completed.)</i></p>
			<p>Complete editing and refinement of ID. CIP core team accomplishes final editing & refinement before approval.</p>
7/7/06	<p>Approve LRIP. Park's superintendent approves this CIP component.</p>	<p>Approve AIP for first year. Park's superintendent approves this CIP component.</p>	<p>Approve ID. Park's superintendent approves this CIP component.</p>
9/30/06	<p>Approved CIP. Implementation begins. CIP core team keeps CIP components meaningful to operations.</p>		